R E P O R T R E S U M E S

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A MASTER'S DEGREE PROGRAM FOR JUNIOR COLLEGE TEACHERS.

BY- WILLIAMS, CRATIS

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BASED ON AN ASSUMPTION THAT THE MASTER'S DEGREE IS SUFFICIENT ACADEMIC PREPARATION FOR JUNIOR COLLEGE TEACHING, APPALACHIAN STATE TEACHERS COLLEGE DEVELOPED A TEACHER PREPARATION PROGRAM WHICH INCLUDED A MAJOR IN THE TEACHING FIELD, A MINOR IN EDUCATION AND PSYCHOLOGY, AND A SUPERVISED TEACHING PRACTICUM. TO GAIN ORIENTATION IN THE PHILOSOPHY, OBJECTIVES, AND NATURE OF THE JUNIOR COLLEGE, STUDENTS TAKE A COURSE CALLED "INSTRUCTION PROGRAM IN THE TWO-YEAR COLLEGE" PLUS A SEMINAR. STUDENTS WHO WISH TO LIMIT THEIR MAJORS TO THE MINIMUM NUMBER OF UNITS MAY TAKE ADDITIONAL WORK IN THE AREA OF JUNIOR COLLEGE EDUCATION AND PSYCHOLOGY. STUDENTS WHO WISH TO WORK IN STUDENT PERSONNEL SERVICES COMPLETE A MAJOR IN COUNSELING AND GUIDANCE, WITH A MINOR IN PSYCHOLOGY OR ANOTHER ACADEMIC FIELD. PROSPECTIVE LIBRARIANS MAJOR IN LIBRARY SCIENCE AND MINOR IN JUNIOR COLLEGE EDUCATION. REPORTS FROM JUNIOR COLLEGES INDICATE THAT THE PROGRAM IS SUCCESSFUL. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES (6TH, DENVER, DECEMBER 1-3, 1966). (WO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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the number of teachers at the primary and secondary level as well as the NDEA Title IV Program, which is designed expressly to produce teachers for the college level.

There is no program currently sponsored by the Federal Government which will increase the supply of teachers for the rapidly expanding junior colleges. However, if Federal legislation is to be initiated, it must minimize the funding of the Master of Philosophy type program. Funding of that nature would essentially imply further support of Ph.D. programs, which would drain financial resources available for support of the future teachers in this relatively new area of education. Therefore, the U.S. Office of Education must be urged to seek the means necessary to establish a program that will offer fellowship support to those institutions that have demonstrated the ability to offer a significant education to the prospective teacher of the first two years of college.

In summary, in the pursuit of universal higher education, a new problem area has risen high above the horizon—that of staffing the growing numbers of junior colleges and four-year state colleges. To surmount this problem and alleviate existing pressures, it is recommended that the graduate schools individually and the Council of Graduate Schools effect the establishment of newly designed Master of Arts or Master of Science in Teaching programs specifically designed to educate teachers for the first two years of college. Further, it is recommended that the Council direct its attention to helping achieve financial support for such programs.

Cratis Williams

A MASTER'S DEGREE PROGRAM FOR JUNIOR COLLEGE TEACHERS

In 1957, under the supervision of the late Dr. Jesse Bogue, Appalachian State Teachers College developed a master's degree program for preparing junior college teachers. A basic assumption is that anyone with a master's degree had adequate *academic* preparation to teach his major subject in junior college. The program was planned to include a full major in the teaching field, a slender minor in education and psychology (developed specifically for junior college teachers), and a supervised teaching practicum. Applications for admission to the program are received from graduates of liberal arts colleges and state colleges. A grade average of at least B is required for acceptance.

The graduate major consists of at least thirty-six quarter hours and the minor consists of at least six quarter hours, with room for three to twelve quarter hours of electives in either the major, a field related to the major,

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or professional education. If the student writes a thesis, he completes a total of forty-five quarter hours; if not, fifty-four quarter hours.

A distinguishing feature of the program is the orientation it provides in the philosophy, objectives, and nature of the two-year college. Those enrolled in the program are required to take an education course called Instruction Program in the Two-Year College. In addition, they take either the Seminar on the Two-Year College or the Practicum Seminar on Teaching in the Two-Year College, which is open only to teaching assistants.

The practicum seminar is supervised by an experienced teacher of academic subjects. The supervisor meets the students in two-hour sessions once every two weeks throughout the year. Among topics included are course objectives, effective assignments, bibliographies and library use, term papers and projects, understanding the late adolescent, teacher-student conferences, tests and course examinations, student evaluation, and departmental relations. In addition, each department assigns a staff adviser to the teaching assistant. The supervisor, the staff adviser, another member of the department, and the department chairman observe the teaching assistant, hold conferences with him, and write evaluations of his teaching. The teaching assistant attends departmental meetings and general faculty meetings.

The Seminar on the Two-Year College is for persons who do not have a teaching assistantship or who have taught in high schools or who have completed practice teaching in high schools. Topics covered are similar to those included in the practicum seminar.

If the graduate student wishes to limit his major to the required minimum of thirty-six quarter hours (twenty-four semester hours), he may take twelve quarter hours (eight semester hours) of additional work in the area of junior college education and psychology if he is not writing a thesis, or six quarter hours if he is. Only a few elect to do this. Courses may be chosen from the following: Measurement and Assessment, Audiovisual Instruction, Principles of Guidance, Social Foundations of Education, Philosophies of Education, Organization and Administration of the Two-Year College, Supervision of Instruction in the Two-Year College, Planning the Two-Year College, Psychology of Late Adolescence, and Psychology of Learning.

Many persons eligible for certification as high school teachers on the basis of their bachelor's degree programs combine the junior college and secondary curricula by completing the two courses in education required for the junior college teacher and the four courses in professional education and psychology required for secondary certification based on the master's degree. These people do not write theses. Typically, the candidate for the degree in the junior college program completes forty-eight quarter hours

of academic work and six quarter hours of work in professional education if he does not write a thesis, or thirty-nine quarter hours of academic work and six hours of professional education if he does. A thesis is required in some departments. Degree candidates in all departments take comprehensive examinations during their last quarter. Competency in a second language is not required except in the fields of English and foreign languages.

Students majoring in social sciences are required to complete a major (twenty-seven quarter hours) in one subject area (history, sociology, geography) and a minor (twelve quarter hours) in another. Only graduate minors are available in economics and political science. Students in other academic disciplines may take academic minors if the proposed minor is undergirded by an undergraduate major or minor.

The student who wishes to prepare for student personnel work in a junior college or become a dean of students may complete a major (thirty-six hours) in guidance and counseling, which includes statistical methods, student personnel services, and social psychology; and a minor (eighteen hours) in psychology or in a teaching field undergirded by an academic major. The student who wishes to prepare for librarianship in junior college may major in library science and minor in junior college education. He is encouraged to include audiovisual education in his electives. The curriculum for preparing junior college personnel is, for most students, a twelve-month program. A person aspiring to teach in a junior college is better prepared for the job when he spends two academic years completing his degree program. Because of inadequate financial support of the program at Appalachian, only a few are able to do this. Last year, eight were given financial support ($2400 for the academic year) to return as teaching fellows. This year, nine are being supported. A person who is continued for the second year normally carries a course load of six quarter hours and teaches two freshman or sophomore sections. Currently, plans are being developed to support ten on campus for 1967-1968 and to place fifteen in one-quarter teaching internships in nearby community colleges.

Most persons admitted to the program for preparing junior college teachers do not plan to complete work leading to the doctorate. However, many decide to go on for the doctorate instead of teach. Ten of the master's degree graduates of 1966 accepted teaching assistantships or fellowships for 1966-1967. Approximately half of those who entered junior college teaching have taken additional graduate work at universities; seventeen have received the doctor's degree (some of whom are now junior college presidents and deans); and twenty-five or thirty, after teaching two or three years in colleges, are now resident students in doctoral programs at universities.

Because Appalachian's program is nationally known, requests for college personnel have increased phenomenally during the last four years. The

placement office received about 200 requests (exclusive of bulk requests) in 1963 for the 42 persons who received the master's degree in the junior college program, 1200 in 1964 for 53 in the program, 1400 for 64 in 1965, and 3700 for 78 in 1966. Not all of these requests came from deans and presidents of junior colleges. For this year, 30 of the 78 persons signed contracts to teach in senior colleges and 9 in universities. Only 32 of the 78 remained in North Carolina, and only 20 of these are teaching in junior colleges.

Since the program is designed for preparing junior college teachers, we follow up only those who accept teaching positions in junior colleges. Deans and presidents have been mostly complimentary in their evaluations.

As for the quality of persons who complete the program for preparing junior college teachers, scores on the Miller Analogies Test and the National Teacher Examinations weighted common indicate that 75 percent of them are in the upper half on a nationwide basis for the Miller Analogies Test and 60 percent in the upper half on the National Teacher Examinations. The very few who rank in the lowest quarter on these examinations are either foreign students or majors in such areas as physical education, business and economics, and music—subjects that tend to take students away from wide general reading.

Lloyd A. Helms

THE PREPARATION OF TEACHERS FOR JUNIOR COLLEGES

When man has felt an educational need, he has usually devised an institution to help him meet that need. The junior college is such an institution. There appear to be at least two basic needs that give rise to the junior college: first, the need for a two-year college education program near the home of the student of such nature that he may easily transfer to a four-year college or university; and second, the need for technical and vocational education to enable many of our youth to fit more easily into the modern technological age. These purposes of the junior college can be fulfilled if it has a strong committment to classroom teaching supported by an excellent guidance program. The junior college is designed to serve local needs; moreover it needs diverse programs that keep pace with the rapid changes in knowledge and technology.

It is somewhat difficult to find teachers to serve in these rather new and unusual institutions. Junior college teachers are obtained by inducing some to transfer from other teaching positions or by employing new teachers. Nearly 50 percent of the teachers employed by junior colleges are transfer teachers. New teachers are those who were not teaching the year before. Ray Maul, in a study covering 1963 to 1965, found that junior college